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ABSTRACT

A 4-year (1991-1994) project in New York State attempted to enhance the skills of regular and special education teachers and administrators working with students who have emotional disturbances and increase the quality of educational options statewide for this population. A 3-day training program which focused on assessment techniques, instructional practices, and behavior management strategies was delivered over a 3-year period to more than 7,000 individuals, including administrators, teachers, agency personnel, and parents. An intensive 7-day workshop on advanced behavior management was conducted for 50 educators. The project increased the numbers of teachers certified to work with students with emotional disabilities and increased the skills of newly certified teachers through expansion of preservice programs at the State University College at Buffalo and Nazareth College in Rochester. Fourteen model programs were selected, showcased in statewide symposia, and replicated in 20 school districts. Six school districts conducted comprehensive studies on outcomes for students with emotional disabilities in the areas of presence, accomplishment, contribution, and satisfaction. Most of this final report consists of the following appendices: an overview of the 3-day workshop, one-page summaries of the model programs and a list of replication sites, summaries of proposed outcome evaluation studies, and summaries of preservice activities at the two colleges. (DB)

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FINAL REPORT

Program Title: Training Personnel for the Education of Individuals with Disabilities

CFDA No.: CFDA No. 84.029

Project Title: Improving the Quality of Educational Programs for Students with Emotional Disabilities

PR/Award No.: HO29H10041

Project Director: Thomas B. Neveldine

Signature

Telephone: (518) 474-5548

EC 305415

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ABSTRACT

The New York State Education Department initiated a four-year project (1991-1994) to improve the quality of educational services to students with emotional disabilities between the ages of three and 21. The major goals of the project were (1) to enhance the skills of regular and special education teachers and administrators who work with students with emotional disabilities and (2) to increase the quality of educational options statewide for students with emotional disabilities.

The three-day "Training Program for Students with Emotional Disabilities: The Heart of the Matter" was developed with the input of an advisory panel consisting of experts in the field of education of students with emotional disabilities. The program focused on assessment techniques, instructional practices and behavior management strategies pertaining to children and youth with emotional disabilities. This program was delivered over a three-year period to more than 7,000 individuals, including administrators, teachers, paraprofessionals, other agency personnel and parents.

An intensive seven-day "Advanced Behavior Management" workshop was conducted for 50 educators representing all geographic regions of New York State. These individuals are provided follow-up training in their respective regions of the State.

The project increased the numbers of teachers certified to work with students with emotional disabilities and increased the skills of newly certified teachers through preservice grant awards to expand preservice programs and opportunities for educational professionals. Grants were awarded to the State University College at Buffalo and Nazareth College in Rochester.

Fourteen model programs that serve students with emotional disabilities were selected based on criteria developed by a panel of experts. These programs were showcased in statewide symposia and replicated in 20 school districts in New York State.

Six school districts conducted comprehensive studies on the outcomes for students with emotional disabilities in the areas of presence (attendance, suspension, drop-out rate); participation (school placement, school experiences); accomplishment (test and grade performance, skills and competencies, promotion, retention, graduation); contribution (community involvement, employment); and satisfaction (friendships, relationships with others, self-esteem, self-confidence). These studies provide models for other schools to use in conducting self-reviews and have resulted in each program modifying its approaches to improve student results.

The various training activities initiated through this project continue through activities of the State network of Special Education Training and Resource Centers (SETRC) and through institutions of higher learning including the State University of New York at Buffalo, Nazareth College and the City College of New York.

PROJECT GOALS AND OBJECTIVES

I. To enhance the skills of regular and special education teachers and administrators who work with emotionally disturbed students.

1. To provide training on those skills necessary to appropriately identify and assess the educational needs of students with emotional disabilities.

2. To provide teachers with specialized instructional techniques to meet the needs of students identified as emotionally disturbed both in special education and regular education.

3. To provide training on principles and techniques of behavioral analysis and management that can be used safely on a planned basis and in a crisis situation for students identified as emotionally disturbed.

4. To provide training to increase the knowledge and sensitivity of teachers and administrators to cultural, familial and environmental issues that are pertinent to understanding the needs of students identified as emotionally disturbed.

5. To provide technical assistance and training specifically designed to address locally-identified needs.

6. To increase the number of professional staff available to work with the population of students with disabilities identified as emotionally disturbed.

II. To increase the quality of educational options statewide for students with emotional disabilities.

1. To share information on exemplary programs with special education teachers, general education teachers and school administrators.

2. To replicate exemplary programs statewide.

MAJOR ACCOMPLISHMENTS

New York State Education Department initiatives to improve the quality of education for students with emotional disabilities have included:

- In-service and preservice training;
- Identification and replication of best practices program models; and
- Program outcome evaluation studies.

Goal I: To enhance the skills of regular and special education teachers and administrators who work with emotionally disturbed students.

In-service Training:

The New York State Education Department developed and delivered comprehensive training to paraprofessionals, professionals, other State agency personnel and families on topics such as assessment, instructional practices, behavior management, crisis intervention and prevention, working with families, and cultural diversity. More than 7,000 educators received training from the State Education Department and through the cooperation of the Special Education Training and Resource Centers (SETRCs).

The Department sponsored an intensive seven-day "Advanced Behavior Management" workshop for 50 educators representing all geographic regions of New York State. These individuals provided follow-up training in their respective regions of the State.

Eight SETRCs coordinated the statewide delivery of training in 1993 - 1994 on the following topics:

- "Training Program for Quality Education of Students with Emotional Disabilities: The Heart of the Matter," a multi-day training program developed by the Erie 2-Chautauqua-Cattaraugus BOCES (see Appendix A);
- Advanced Behavior Management: Life Space Interviewing;
- Training on cultural diversity as it relates to the education of students with emotional disabilities; and
- Locally determined training related to the education of students with emotional disabilities.

Preservice Training:

Grants were awarded to the State University College at Buffalo and Nazareth College in Rochester to expand preservice programs and opportunities for educational professionals. The goals were to increase the numbers of teachers certified to work with students with emotional disabilities and to increase the skills of newly certified teachers. Appendix B provides a summary of the results of these projects.

Goal II: To increase the quality of educational options statewide for students with emotional disabilities.

Identification and Replication of Best Practices Program Models

Twelve statewide symposia on "Best Practices in the Education of Students with Emotional Disabilities" were conducted during 1992-94. These symposia highlighted 14 different programs. Best practices in the following areas were highlighted:

- Short-term crisis intervention
- Instructional Planning
- Strategic Planning
- Parent and Sibling Support
- Team Teaching with General Education
- Parent and Community Outreach
- Building a Team in an Interagency Program
- Interdisciplinary Site Support Services
- Equivalent Instruction
- Behavior Management
- Transition to Less Restrictive Settings
- Thematic Instruction
- Exploring Careers through Experiential Learning
- Transition from Home/Hospital Instruction
- Teaching through the Media
- Therapeutic Context for Program, Parents and Community
- Team Approach to Classroom Management

Mini-grants to facilitate the replication of these practices were awarded (eight in 1993 and 12 in 1994). Appendix C provides brief summaries of each of the schools identified as having best practice models and a list of schools who received replication grant awards.

Outcome Evaluation Studies

With funding from the State Education Department, six districts conducted comprehensive studies on the outcomes for students with emotional disabilities in the areas of presence (attendance, suspension, drop-out rate); participation (school placement, school experiences); accomplishment (test and grade performance, skills and competencies, promotion, retention, graduation); contribution (community involvement, employment); and satisfaction (friendships, relationships with others, self-esteem, self-confidence). These studies provide models for other schools to use in conducting self-reviews and have resulted in each program modifying its approaches to improve student results. Appendix D provides a summary of the school district approaches to the outcome studies.

PROJECT IMPACT

There are more than 700 school districts in New York State. New York City has more than one million school-age children and youth and over one thousand public school buildings. New York State is a region of great expanse with nearly 50,000 square miles. As of December 1, 1994, 46,040 students with emotional disabilities, ages four to 21, were receiving special education services in New York State.

The project "Improving the Quality of Educational Services to Students with Emotional Disabilities" had a significant impact on enhancing the knowledge and skills of educators statewide and expanding the quality of educational services provided to students with emotional disabilities. The three-day training program disseminated to the Special Education Training and Resource Centers (SETRC) and institutions of higher education in New York State has been presented to over 7,000 individuals including administrators, teachers, paraprofessionals and parents in all regions of New York State. Fifty individuals received an intensive seven-day train-the-trainer program on crisis intervention and prevention and provided follow-up training to school personnel from their respective school districts. Twelve statewide symposia on "Best Practices in the Education of Students with Emotional Disabilities" were held. Over 2,200 individuals attended these symposia. Twenty school districts revised their programs for students with emotional disabilities by replicating the best practices highlighted at these symposia.

ASSURANCE STATEMENTS REGARDING
SUBMISSION OF FINAL REPORT TO ERIC

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Appendix A

Overview of
Training Program for Quality Education of

Students with Emotional Disabilities: The Heart of the Matter

TRAINING PROGRAM FOR QUALITY EDUCATION OF STUDENTS WITH EMOTIONAL DISABILITIES

OVERVIEW

The education of students who have an emotional disturbance is a difficult and challenging job. Approximately 46,000 students in New York State are identified with an emotional disturbance, yet only a small percentage of that number receive their education in the regular education environment.

This training program provides a process for teachers and administrators to examine the issues, skills, and strategies integral to providing a quality education for students who have an emotional disturbance. It is designed to increase the knowledge and skills of special educators, regular educators and administrators to appropriately assess and meet the educational and behavioral needs of students who have an emotional disturbance. The goals of the training are to improve the instructional, behavioral and assessment techniques used with students with emotional disturbances in order to provide quality education. The training also examines the cultural and family factors and how they interplay within the context of the assessment, instructional and behavioral interventions.

THE TRAINING PROJECT

The Training Program for Quality Education of Students with Emotional Disabilities (TPSED) is a project funded by the Office for Special Education Services (OSES) developed through a collaborative venture among Erie 2 - Chautauqua - Cattaraugus BOCES, the Buffalo Public Schools, the State University of New York at Buffalo and the State University College at Buffalo. Cooperating with these agencies in this effort were various consultants from classroom settings and service providers from the mental health field and residential settings. Specialized consultants and experts in the field have also been utilized to develop this comprehensive training program.

TPSED TRAINING WORKSHOP

The TPSED training workshop consists of three days of training which includes lectures, demonstrations, discussions and hands-on learning. This training integrates many theories and practices offering teachers a multi-faceted approach to build skills and competencies. A continuum of instructional approaches and behavioral interventions is introduced in the training based on the needs of the students who have an emotional disturbance.

The eighteen modules which make up the TPSED training sequence focus on three paradigms:

- Student - Task - Environment
- Conflict Cycle
- Locus of Control

The first paradigm is the interaction among the student, the task, and the environment (see Figure 1). When the environment and task are structured to meet the needs of the learner, effective instruction occurs.

The second is the Conflict Cycle (Long, 1990). This cycle encompasses the self concept, feelings, stressors and behaviors of both the students who have an emotional disturbance and the teachers who work with them (see Figure 2). The conflict cycle describes the interaction between a student and a teacher as a circular process. The attitudes, feelings and behaviors of the teacher are influenced by, and in turn influence the attitudes, feelings, and behaviors of the student. When stress occurs, this circular process often becomes a power struggle. Awareness of this process allows teachers to interrupt the conflict cycle. In turn, assessment, instructional and behavioral needs of the student are more appropriately addressed.

The third paradigm is locus of control (see Figure 3). Students who have an emotional disturbance often require external efforts to control behavior. The goal of the educator is to help students gain internal control, to self regulate their behaviors and to be driven by an internal set of values and rules.

The interaction of these three paradigms is explained and expanded throughout the training to provide a conceptual framework to guide the learning of the participants.

ED REGIONAL TRAINING GRANTS

CAPITAL DISTRICT REGION:	Saratoga-Warren BOCES Stephanie Lang (518) 584-3239
SOUTHERN TIER:	Delaware-Chenango-Madison-Otsego BOCES Chris Rice (607) 656-4105
LOWER HUDSON:	Orange-Ulster BOCES Agnes Saffoury (914) 294-5431
LONG ISLAND:	BOCES of Nassau County Naomi Glaser (516) 781-4044
NORTH COUNTRY:	Washington-Warren-Hamilton-Essex BOCES Dorothea Meldrum (518) 793-7721
CENTRAL NEW YORK:	Oswego County BOCES Deborah Grimshaw (315) 963-4320
WESTERN NEW YORK:	Erie 2-Chautauqua-Cattaraugus BOCES Katie Gorbett (716) 672-4371
NEW YORK CITY:	New York City Board of Education Gloria Wilkens (718) 645-8515

Appendix B

Best Practices for Students with Emotional Disabilities

PROGRAM SUMMARY

Program Title: Lights! Action! Kids! - TV ("LAK-TV")

School District: New York City Public School 224, District 75

Best Practice: Teaching Through the Media

Audience: Public School 224 is responsible for programs that serve students with severe developmental delays and behavioral deficits. The students range in age from 5 through 11, and are drawn from seven districts in Queens. This is a departmentalized program, designed for middle school age children. However, the program demonstrates applicability across grade/age levels.

Program: Lights! Action! Kids! - TV ("LAK-TV") is an interdisciplinary mass media and telecommunications program in which teaching teams work together to develop strategies that build school spirit, promote social responsibility, and increase learning opportunities for students in a context of creativity. The studio, "**LAK-TV**," operates out of a local community school.

The "**LAK-TV**" program provides opportunities for students to learn curriculum while engaging in activities that combine human interaction with high technology. The studio offers a unique and creative medium for addressing the emotional needs of students. Students are trained and supported with generous doses of encouragement and given definite roles with real responsibilities in a team project. As the classroom is transformed into a studio, lessons are interwoven with classroom activities using broadcasting as a motivational theme. A variety of strategies are used to address the school curriculum. In science, the basics of electronics, and the mechanics of simple tools are taught as students are trained for studio positions. Weather broadcasts, developed as a segment of our "Spotlight On The News" involve charting, climate analysis, and basic background in geography.

Evidence of Effectiveness: We work with a population of urban children, many from dysfunctional families, who have experienced failure in the traditional classroom setting. Our students are bright and talented, but are unable to reach their potential without specialized approaches. The experience of working in the studio offers opportunities to develop and explore relationships and behavior on many levels. Relationships between students have become easier; there is less fighting and confrontation, students seem more eager to cooperate with one another, and students who stumbled over basic reading and writing, are able to read, write and memorize lengthy scripts.

Several basic principles have provided the blueprint for the program's accomplishments: (1) the program is child centered; (2) teachers are involved in fundamental decisions/the project is teacher driven; (3) high but reasonable expectations for students are set, with an emphasis on strategies for improved learning; and (4) there is a commitment to support the development of the project from our district.

Implementation Requirements:

- skillful, collaborative staff (regular and/or special education)
- training (available free of charge from some districts)
- equipment (camcorder/tripod/VCR/monitor)
- parallel scheduling of courses
- curriculum planning time

A commitment to interdisciplinary planning with team meeting time is essential if the program involves more than one class.

Contact: Norma Sachs
Public School 224,252-12 72nd Avenue
Bellerose, New York 11426
(718) 831-4024

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Program Summary

Program Title: Social Development Program (SDP) [12:1+1 grouping]

School/District: Sleepy Hollow High School

Best Practice: Team Teaching with Regular Education

Audience: High school students, grade 9-12, all of who have significant social emotional needs and some management needs. Most students are classified, either primarily or secondarily, as emotionally disturbed. Students must have at least low average intelligence and be eligible for a local or Regents diploma.

Program: Courses offered either parallel those taught in the mainstream or are "push-in" courses which are mainstream courses where the special education teacher and the regular education teacher team teach. There are both classified and non-classified students in these classes. This design allows all students to benefit from the content expertise of the mainstream teacher, process and behavioral expertise of the special education teacher, and extra pair of hands of the TA, enabling a variety of grouping strategies, individual student conferencing and behavioral recording to occur more easily.

The daily counseling, (Social Problem-Solving) class focuses on decision-making, conflict resolution, planning, coping with stress, etc. The leadership of the group is shared by two special education teachers and one school psychologist. The participation of several professionals ensures a "support team," any of whom students can turn to in the event of crises, on-the-spot needs. Individual counseling and parental consultation/counseling is also provided.

Evidence of Effectiveness: We are finding that students with emotional/behavioral problems are less likely to "feed on" each other's quirks when they are in a well-supervised setting, among a large group of students with appropriate behaviors. Behavioral outbursts are decreasing and students are graduating. Logs/journals from the Social Problem-Solving class document students using more constructive approaches to handling both daily and long-term issues.

Implementation requirements:

- skillful, collaborative staff (regular and special education)
- parallel scheduling of courses
- curriculum planning time and money
- training for special education staff on counseling skills in the classroom

Contact:

Mr. Randy Kraft, Director of Pupil Personnel Services
Public Schools of the Tarrytowns
208 North Broadway
North Tarrytown, New York 10591
(914) 332-6253

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Program Summary

Program Title: Lansingburgh Social - Emotional Intensive Program

School/District: Rensselaer-Columbia-Greene BOCES

Best Practice: Equivalent Instruction, Transition to Less Restrictive Settings

Audience: Ages 5-21 who have intensive difficulty maintaining appropriate social relationships, behavioral control, attention to learning and the concomitant academic deficiencies. The students are from a wide range of cultural and linguistic groups drawn from urban, suburban and rural settings.

Program: This program is outcome based and offers flexible services designed to meet individual needs in the least restrictive setting. Staff recognize that appropriate behavior cannot rest with the school system alone, and that this program is merely a step on continuum to normal healthy functioning, insures constant communication between program staff, home school district, other program components, parents and students. Parents and students are both the recipients of service and the participants in its planning and evaluation. A multi-disciplinary team in conjunction with parents and students insures the locus of responsibilities is with the student. Occupational education, work study and a unique arts program are integral components of the program.

Evidence of Effectiveness: Average length of stay in program before successfully returning to home school district or other less restrictive environment is less than six months.

- 97% of eligible students pass RCT's
- 95% of eligible students pass Regents exams.

Implementation Requirements: A commitment to the philosophy of the program is essential. A student, teacher aide ratio of 8:1:2, as well as psychologist, social worker and a crisis team are required. A physical space that includes adequate size classrooms, room for a lounge, physical education/recreation space, cooking facilities and offices are needed. Flexible time schedules for staff, access to occupational education, work study program and a cadre of professional artists complete the requirements.

Contact:

Stevan Abelson
Coordinator Handicapped Education
Rensselaer-Columbia-Greene BOCES
1550 Schuurman Road
Castleton, New York 12033
(518) 732-7266

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Program Summary

Program Title: Mobile Unit for Supporting Teacher(s)

School/District: Buffalo Public Schools

Best Practice: Interdisciplinary Site Support Services

Audience: There are no exclusions. Students with emotional disabilities are served on a priority basis. The age range is from 5 - 21 years. Students with emotional problems who can be taught in regular education are given support to maintain their least restrictive environment.

Program: The team consists of a special education teacher, a social worker and psychologist. The team is led by a supervisor familiar with the problems faced by regular and special education teachers. All team members are drawn from existing personnel Pupil Service Center. Accordingly, the goals of the team are to reduce the number of special education referrals expected for the ensuring school year through consultations with referring teachers and to work with teacher, principals, parents and students involved in suspension proceedings in the hope of negotiating a solution other than suspension.

Evidence of Effectiveness: The goal of the program is to support students so that they can remain in their placement. During the first year, 70% of the students served remained in the same placement. Only 6.8% were suspended, 8.8% transferred and 5.8% placed in more restrictive environments.

Implementation requirements: Four team members are needed: school psychologist, school social worker, special education teacher, and a crisis counselor. One office and a telephone are the essential items.

Contact: Rosalie Wiggle, Supervisor, Special Education
City Hall, Room 816
Buffalo, NY 14202
(716) 851-3617

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Program Summary

Program Title: New Interdisciplinary School (NIS) Pre-School Program

School/District: The New Interdisciplinary School

Best Practice: Parent and Community Outreach

Audience: The program serves children from 3-5 years of age and their families. The children have a wide variety of disabilities with moderate to severe impairments. Included in our school profiles are children who have lived in multiple foster homes, who are non-English speaking, who are living in troubled families, who have been abused and/or victims of substance abuse. Children are in a planned heterogeneous environment in a mini-mainstream which considers their friendships, their range of strengths and needs. Non-English speaking children are included in the classes but with bi-lingual team members.

Program: The classification of emotionally disturbed is used with the greatest caution both because of the age of the children and the importance of an in-depth understanding of the child and the family. Regardless of label, the program deals with children, families and extended families, in a holistic approach with a continuum of services individually designed by and implemented through an interdisciplinary team (the child's teacher and assistant/aide, Occupational Therapist, Physical Therapist, Speech Pathologist, Nurse, mental health professional, parent and others as needed.) The range of services include 1-to-1 play therapy, classroom consultation, the teacher as relationship therapist, teacher assistant, the aide or volunteer if appropriate as companion, group and individual counseling for parents and family, parent education, community liaisons and outreach. The philosophy concentrates on the individual needs of the child and family, using reflection, problem-solving techniques and other means to build internal control, understanding and ego development.

Evidence of Effectiveness: This is seen at home, at school and in the community: children who were previously untestable are able to be assessed more realistically; children begin to use words to express feelings rather than disturbed aggressive or withdrawn behavior; the placement into the public school system is less restrictive; children develop friendships; families report life is getting easier, children with difficult behavior do not have to be moved from foster home to foster home; fewer children go into foster care; fewer children are abused; interaction in the family, between parent and child is greatly enhanced; parents become advocates for their child; feelings of depression, stress, inadequacy are replaced with stronger, more appropriate coping mechanisms.

Implementation requirements: A commitment to: an Interdisciplinary Team in which all members are equal; team meeting time; service delivery at home and in community as well as school; staff training; a private area for one-to-one intervention and group space (for parents and children.) Though this is a pre-school, the program components are appropriate for many educational levels.

Contact: Ms. Claire Salant, Administrator
The New Interdisciplinary School
Montauk Highway
Brookhaven, NY 11719
(516) 286-0067

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Program Summary

Program Title: Yonkers and Sullivan Intensive Day Treatment Programs (I.D.T.)

School/District: P.S. 19/Yonkers, Liberty Middle School/Sullivan BOCES in cooperation with Rockland Children's Psychiatric Center.

Best Practice: Short Term Crisis Intervention

Audience: Ages 5-18 years, in regular or special education placement in the cooperating school district(s), who are in an acute crisis of an emotional disturbance. I.Q. must be above 51. The program also provides transition for children/adolescents discharged from inpatient psychiatric facilities.

Program: Schools refer children in crisis for assessment and stabilization. Children attend IDT from 4 weeks for high school students to 12 weeks for primary students. The consent and participation of the child, the parents, and the home school is needed. Crisis behaviors are established through individual, family, and school interventions. Teachers implement the educational programs for the home school. Grading is provided by the IDT teacher or the home-school teacher. A place is kept for the child at his/her home school. Discharge planning includes educational and treatment recommendations.

Evidence of Effectiveness:

No IDT admissions were hospitalized
No re-admissions to IDT following discharge
90% return rate to home school for adolescents
70% return rate to home school for young children.
90% of referrals to IDT were admitted
85% of IDT students were discharged within required time frame

Implementation requirements: Mental health provides psychiatric, social workers/psychologist, and secretarial services, as well as supplies, equipment, and telephone. Component district(s) share the cost of teacher(s), teacher assistant(s), rental, and transportation of their student attendees.

Contact: Dr. Barry Kutok
Director of Community Services
Rockland Children's Psychiatric Center
Convent Road
Orangeburg, NY 10962
(914) 359-7400

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Program Summary

Program Title: Parents in Partnership (PIP)

School/District: New York City Public School 224/District 75

Best Practice: Parent and Sibling Support

Audience: Public School 224 is responsible for programs that serve students with severe developmental delays and behavioral deficits. The students range in age from 4.9 through 11.9 and are drawn from seven districts in Queens.

The PIP program is offered to 60 families. Registration is limited to students who attend P.S. 224, P.S. 213, P.S. 107, and P.S. 171 and fall within the age/grade requirements (Age 3.9 - 7.9, Grades Pre-K to 2nd). Child care is available for siblings who are under age 3.9, and drama classes and team sports are offered to siblings over age 7.9.

Program: Parents in Partnership (PIP) is a comprehensive family program that joins 60 families (120-180 participants) of both special education and mainstream students from four Queens schools. PIP integrates special education children with the mainstream community by providing opportunities for enhanced communication between children, parents and educators through shared participation in multi-cultural activities, family swimming, physical education, computer literacy, family outings and educational workshops.

Evidence of Effective: Through building parent/school partnerships, the program is designed to:

(1) recognize and celebrate the rich cultural diversity of our schools;
(2) provide opportunities for building parent/school partnerships;
(3) develop inclusionary programming models for all children;
(4) promote mainstreaming options for children with special needs;
(5) provide opportunities for parents to develop social networks;
(6) address availability of working parents though Saturday programming;
(7) create a positive, high quality early childhood environment where children with and without disabilities can learn and play together.

Implementation Requirements: There are no special physical requirements for this program. Program costs vary based on individual needs of students, parents and schools.

Contact: Lynda A. Dobrin
Public School 224
252-12 72nd Avenue
Bellerose, New York 11426
(718) 831-4024

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Program Summary

Program Title: Child/Adolescent Day Treatment Program

School/District: Cayuga-Onondaga BOCES

Best Practice: Building a Team in an Interagency Program

Audience: Students between the ages of 8-16 primarily identified as emotionally disturbed. Students typically have previously been served in 6:1+1 or 8:1+1 programs or residential, Division for Youth, or psychiatric placements.

Program: Program goals include offering children individual and group therapy; their families case management, family therapy and home visits in order to:

1. Provide special education in academic skills
2. Maintain the child within their family and community
3. Reduce symptoms of distress
4. Improve child and family functioning
5. Provide short term teaching of life skills

The primary focus of the entire program is to use the myriad of instructional activities as a forum to improve student self confidence, willingness to risk and the development of trusting relationships with adults.

Evidence of Effectiveness: Our ability to teach students a meaningful curriculum is the best indicator of our program's success. Students who are academically engaged have improved their self esteem and reduced their frequency of misbehavior. Through the use of age appropriate direct instruction, the teachers and therapists in our program provide their students the skills and strategies necessary to appropriately return to their home school. Students respond to a challenging curriculum with motivation and pride.

Our "graduates" demonstrate, upon their return to public school, an ability to participate in the mainstream. Additionally, they display academic skills far superior to their work prior to placement.

Implementation requirements: The development of a cooperative relationship between the school system(s) and a community mental health provider; the granting of an operating certificate by the Office of Mental Health and provision of adequate funding. Most importantly, staff make a program! An effort such as this will only work if staff are committed to putting student needs and group goals above personal agendas. Program "leaders" must be committed to provide staff development/inservice programs, adequate support and curricular guidance to assure a challenging, age appropriate blend of academic and therapeutic activities.

Contact: C. Albert Sabin
Director of Special Education
5980 South Street Road
Auburn, NY 13021
(315) 253-0361

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Program Summary

Program Title: Berkshire Junior Senior High School

School/District: Berkshire Union Free School District

Best Practices: Strategic Planning, Instructional Planning

Audience: Berkshire Union Free School District is a Special Act school district serving approximately 250 emotionally disturbed adolescents in grades 7-12, aged 12-17; minimally I.Q. is 70 or higher with a grade equivalent reading score of 3.0+. Students are placed through Committees on Special Education, county departments of social services, courts, Division for Youth, or probation department. Students placed through the courts are both PINS and J.D. placements from across New York State.

Program: Berkshire High School offers a complete academic and co-curriculum program. Regents and non-Regents programs in grades 7 - 12, long range strategic planning, cooperative learning, teaching to individual learning styles, New York State Excellence and Accountability Pilot; humanities course combining social studies and English in grade 10; academic lab (team teaching for remediation); Goldstein's Anger Replacement Training program including anger control, problem solving, and moral reasoning; shared decision making; positive teaching/learning environment; integrated behavior management system: IBM partner school; GED examination site; extensive program evaluation; interscholastic sports; Project Adventure; theater program; Super Teams (Drug Free Schools); peer leadership; community service; Boy Scouts.

Evidence of Effectiveness: A decrease in aggressive behavior was recorded on 5 of 7 indicators; average annual academic gain of 1.1 years in reading and 1.2 in math; over 56% former students were enrolled in schools and 43% were employed after six months of exiting program.

Implementation requirements:

General: High energy; belief that "all children can learn."
Specific: Depends on program element.

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PROGRAM SUMMARY

Program Title: EXCEL (Exploring Careers Through Experiential Learning)

School/District: Mamaroneck High School

Best Practice: Exploring Careers Through Experiential Learning

Audience: This program serves students aged 16-21 with emotional disabilities, learning disabilities, speech and hearing impairments and/or multiple handicaps.

Program: EXCEL is a comprehensive, experience-based career education program that integrates learning in academic subjects, basic skills, life skills and career development. The program concentrates on developing employability skills and behaviors to help students function successfully and become contributing members of the adult world. The involvement of the community as a partner in education is a basic ingredient of the program. Student commitment, parental support, staff collaboration, and counseling are equally vital components.

Following a structured orientation program, EXCEL students are linked with a cross section of adults in the community who represent a wide variety of professional, business, government and technical careers. Guided learning takes place through one-to-one relationships with working adults wherever careers are practiced. Supervised by EXCEL staff, students work on individually designed projects and activities with the assistance of community experts. Academic credit is awarded in subject areas related to student projects. Students may have three different internships during each school year.

EXCEL takes place in a fully integrated high school, whereby students actively participate with their peer group in a range of academic and extracurricular activities, as well as have community based work experience.

Evidence of Effectiveness: Data collected in follow-up studies of the status of EXCEL graduates from 1986-1991 shows that 55% are gainfully employed, 32% are in post-secondary education and 5% are in the United States Military. 81% of EXCEL graduates who are either employed or in post-secondary schools are in fields related to one of their EXCEL site experiences.

Implementation Requirements: Release time for staff to develop a program that will meet their students' unique needs.

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PROGRAM SUMMARY

Program Title: Transitional Program

School/District: Sewanhaka Central High School District

Best Practice: Transitioning Students into the Mainstream

Audience: The Sewanhaka Central High School District provides intensive support for adolescents who are phobic, clinically depressed and/or suicidal through a Transitional Program which is currently located in an junior/senior high school. The students are all classified as Emotionally Disturbed and range from grade 10 through 12.

Program: The purpose of this program is to restore the emotional health of these students so that they can return to the mainstream and graduate with their peers. This program is serving students returning from long term hospitalizations and have been unable to cope with any academic pressure who in the past were customarily recommended for home instruction, private day or residential schools. The students have historically failed because of school avoidance, inability to fulfill assignments and inability to arrive in school on time. A full time psychologist provides counseling support, parent training and linkage to mental health agencies or private therapists. Periodic team meetings are coordinated to facilitate clinical services and teacher consistency in meeting the needs of these students. The district psychiatrist evaluates the students prior to their entry into the program and provides some behavioral parent workshops to address home management.

Evidence of Effectiveness: During the last three years the program has served 23 students, 12 of whom were on homebound instruction, in hospitals, or in private day programs. By the end of the 1992/93 school year, 6 will have graduated and 3 will have gone to college. One has earned a scholarship to Johnson & Wales. Additionally, 2 were declassified due to their progress and 3 returned to mainstream.

Implementation Requirements: Full time psychologist, building support to alleviate the concerns of regular education staff.

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PROGRAM SUMMARY

Program Title: Team Approach To Classroom Management (TAC)

School District: Smithtown Central School District

Best Practice: Team Approach to Classroom Management

Audience: The program serves emotionally disturbed high school aged students (14-21 yrs.) who are in need of a highly structured specialized educational program. The disabilities of the present population include attention deficit disorder, conduct disorder, oppositional or defiant behaviors. Past behaviors include school avoidant behavior, abusive behavior, impulsive/explosive behavior, and/or drug involvement.

Program: The program serves emotionally disturbed students in a program which allows mainstreaming opportunities to meet individual needs. The program has academic, vocational and behavioral components. The staff is composed of a special education teacher, and social worker, a guidance counselor, vocational counselor, and a teacher aide. In addition to consistent family contact by the program staff, regularly scheduled parent group meetings are held in the evening with the teacher and social worker. Having a social worker assigned to the program has afforded the opportunity not only to provide individual and family counseling but also to become involved in obtaining assistance for students through community agencies. Close liaison with hospitals, county child protective services and court services has enabled some of the students to remain in the community and continue enrollment in the TAC program. The freedom and availability to make home visits at the time the actual crisis exists has enabled movement in a positive direction when prior attempted intervention had been met with resistance.

Evidence of Effectiveness: About half of the students are involved in a half-day vocational program. Of the 14 students served in the 1992-93 school year, one student has dropped out, and two are being placed in a more restrictive setting for next year. The rest are either graduating or will be returning to the program next year.

Implementation Requirements: Full day coverage (2 teachers minimum), classroom with a variety of work stations. Easy access to a telephone; access to mainstream materials and availability of mainstream facilities of the school; availability of staff to provide several evening parent meetings.

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PROGRAM SUMMARY

Program Title: SPICE (Special Preschool Interventions for Children's Education)

School/District: Elmcrest Children's Center

Best Practice: Therapeutic Context for Program, Parents and Community

Audience: SPICE serves preschool children who need intensive intervention for social/emotional difficulties which require specialized management techniques. Families demonstrate the need for both parent involvement and social work interventions.

Program: SPICE has designed a therapeutic environment where children experience an atmosphere conducive to trust and security. Careful programming and sensitive interventions enable them to work through stressful feelings and learn appropriate ways to satisfy their needs. The structured and spontaneous play experiences focus on the whole child's physical, intellectual, emotional and social development. This approach necessitates intensive team collaboration inclusive of all classroom, related service, social work and counseling staff. SPICE recognizes the interdependence of the social/emotional functioning of the individual child and the extended family system. Therefore, family support and involvement strategies evolve by collaboration with each family. SPICE is also committed to community networking that expands the support system and offers growth opportunities for children as well as all family members.

Evidence of Effectiveness: Parents report significant social and emotional growth in their children. SPICE families often express a strengthened parent/child bond and fewer emotional challenges within the family and community milieu. Children who were previously unable to be maintained in community preschool programs can be successful through dual enrollment when they are served half-day at each site. A number of students are declassified or receive less restrictive labels before entering kindergarten in the public school system.

Implementation Requirements: Intervention can be successful within a multi-dimensional framework inclusive of school, home and community. Commitment to team work and collaborative efforts with families and community resources are necessary. Conceptualization of a "therapeutic" milieu is critical to overall program success.

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PROGRAM SUMMARY

Program Title: Lakeland Alternative High School

School/District: Lakeland Central School District

Best Practice: Thematic Instruction/Program Planning

Audience: High school population, grades 10-12, ages 15-21, primary disability is emotionally disturbed. Students who are referred typically have been in a large comprehensive high school. Most have received some type of special education services such as resource room, departmentalized or self-contained special education classes. Characteristics of students: chronic absenteeism, class cutting, truancy; conflict with authority figures; conflict with peers; excessive amounts of disciplinary intervention from which there has not been improvement over time; chronic school failure.

Program: The program is non-traditional in that there are no bells, a home-like environment, flexible scheduling and small class sizes to accommodate students' needs. Philosophically, the goal is to provide a nurturing environment, balanced with a structure which has clear student expectations, and will support students to achieve a local high school diploma.

The curriculum is parallel to that of the districts's two larger, comprehensive high schools. Instruction is provided through traditional lecture/discussion, cooperative learning, one-to-one instruction and interdisciplinary thematic units. Students travel from class to class similar to a departmentalized high school. Flexible scheduling allows the manner in which the day is structured to be varied. This enables teaching using traditional class periods, team teaching, or restructuring the day for a period of time.

All students enrolled must meet New York State graduation requirements in order to receive a local high school diploma. Students spend half of the day at the alternative school studying academic courses. During the second half of the day, students are enrolled at the BOCES Tech Center or are engaged in a work-study program.

Staff members are encouraged to initiate and maintain relationships with students in an effort to continually be apprised of student needs and to evaluate the progress of each student. This monitoring is done by weekly staff meetings.

Evidence of Effectiveness: Prior to entering the program, all of the students were considered to be at-risk for dropping out of high school. Of the 36 graduates during the last three years, 23 are working; 6 are in college; 2 are working while attending college; 2 are in the military; and one is unemployed.

Implementation Requirements: Enrollment is 40 students. A separate facility on a campus other than the district high school is recommended.

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REPLICATION OF BEST PRACTICES
GRANT RESULTS

League Treatment Center - replicating: Berkshire UFSD

- Initiated and refined a social skills program.
- 10/18 classrooms included weekly social skills period with teacher and clinician; expanded in 1994 to 15/18 classrooms.
- Revised planning schedules to involve parents; goal setting includes skill work at home.
- Made concrete changes in program and curriculum, environment and attitude.

Patchogue-Medford - replicating Berkshire UFSD

- Developed curriculum in aggression replacement training.

Niagara Falls - replicating Tarrytown

- Developed program in skills training.

Dansville - replicating Tarrytown

- Implemented a co-teaching model between special education and eighth grade physical science.
- Expanding co-teaching models to math, science and English.

Orleans- Niagara BOCES - replicating Rensselaer-Columbia-Greene BOCES

- Provided training for teachers, aides, administrators, and bus drivers for one-half day every two months.
- Provided volunteer training for parents;
- Worked with area Superintendents to standardize curricula for BOCES students transitioning to home schools.
- Increased parent involvement and parent training through provision of parent transportation and child care.
- Facilitated regional meetings for administrators and staff working with students with emotional disabilities.

Niagara Falls - replicating Buffalo City MUST Program

- Trained turnkey trainers in reality therapy and control theory.

School District - Lansingburgh Central replicating P.S. 224Q

- Integrated technology in the 5th grade science and social studies curriculum for special education remediation.

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- Involved talented and gifted students in writing scripts. Expanded use of technology to kindergarten programs.

IS 227Q - replicating PS 224Q

- Emphasized student interaction; increased team teaching.
- Expanded to middle school (grades six to eight) in 1995.

Freeport UFSD - replicating P.S. 224Q

- Developed language arts through technology curriculum.
- Initiated curriculum utilizing video self-monitoring to improve behaviors.
- Used technology across curricula to support vocational training.

Kingston CSD - replicating Mamaroneck EXCEL program

- Developed 30 community work resource sites.
- Prepared booklet on program for prospective employees.
- Developed curriculum on self-awareness for occupational exploration.

Lake Shore UFSD - replicating Mamaroneck EXCEL program

- Established student work sites in community.
- Developed resource guides for students and expectations for employees.
- Placed 11 students in community work sites.

Unity Sunshine School - replicating SPICE

- Incorporated play sessions for up to 10 children.
- Initiated parent consultation regarding home behaviors.
- Initiated parent education of community skills.
- Established book and toy lending library.
- Established inclusion committee.

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Appendix C

Outcome Evaluation Studies Regarding the Education of Students with Emotional Disabilities

OUTCOME EVALUATION STUDIES

PEEKSKILL CITY SCHOOL DISTRICT

This project will assess student outcomes in five areas: presence, participation, accomplishment, contribution and satisfaction. Students participating in in-district special classes, BOCES local school buildings, BOCES segregated campuses, private day treatment programs and residential facilities will be included in this study. The goals of the study are to compare outcomes across program levels and compare longitudinal outcomes of individual students.

ROCKLAND COUNTY BOCES

This project will study student outcomes of a representative sample of school-age emotionally disturbed students from kindergarten through graduation from all eight component school districts. The outcome areas this project will address include presence, participation, accomplishment, contribution, and satisfaction. Data on the students' experiences in the educational, employment and personal arenas will be examined. The data will be used to assess the effectiveness of the educational programs for these students in relation to outcomes.

YORKSHIRE-PIONEER CENTRAL SCHOOL

This project will examine case study data available from school files, survey information from project questionnaires distributed to former students, their parents/guardians, and their employers. Outcome areas to be studied include attendance, suspension, drop out rate, level of service, mainstream, extra curricular activities, test scores/grade record, skill/competencies, promotion, retention, self-confidence in school, graduation, employment status, residence status, community involvement, and relationships with others. The objectives of the project are to increase the amount of evaluation data available for alumni students with emotional disabilities, increase the availability of reliable analytical data for alumni students with emotional disabilities, and to improve the appropriateness/accuracy of level of service placement for currently enrolled students with emotional disabilities.

WASHINGTON-WARREN-HAMILTON-ESSEX COUNTIES BOCES

This project will study student outcomes in two day treatment programs. Student outcome data will be studied on students enrolled in the programs over the past four years. Presence, placement, accomplishment, contribution and satisfaction will be studied. Outcome variables will be evaluated independently in each program, and student progress in the above variables will be tracked across the years within each program. The results of this study will prescribe areas for program improvement.

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PERU CENTRAL SCHOOL DISTRICT

This project will focus on all students classified as emotionally disturbed by Peru Central School's CSE (44 students). Data will be collected in the following outcome areas: attendance, suspensions, drop-out rate, number and types of school placements, number and types of school experiences, test performance, grades, retentions, promotions, graduations, diplomas, community involvements, employment experiences, friendships, relationships with others, self-esteem and degree of mental health. Outcome evaluation information will be distributed to the administration and teaching staff so that the service delivery to this population may be improved.

BALLSTON SPA MIDDLE SCHOOL

This project will focus on studying the outcomes of 21 students in the areas of presence (attendance, disciplinary referrals), participation, accomplishments (standardized test results, skills assessments, progress reports and grades, promotion/retention records), and attitudinal posture (feeling of well being). This project will create and collect outcome evaluation instruments, collect and analyze data collected and develop recommendations for program improvement.

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Appendix D

Expanding Preservice Programs and Opportunities for the Education of Students with Emotional Disabilities

Preservice Grant Results

In August 1992, a Request for Proposals was issued to colleges and universities with special education teacher training programs to expand preservice programs and opportunities for educational professionals who work with students with emotional disabilities. Grant awards were made to Nazareth College in Rochester and the State University College at Buffalo. The goals of these projects were to increase the numbers of teachers certified to work with students with emotional disabilities and to increase the skills of newly certified teachers in working with these students.

STATE UNIVERSITY OF NEW YORK AT BUFFALO

Graduate Level

- Infused mental health and multi cultural competencies into the graduate education program. Sent these competencies to other institutions of higher education nationally for validation.

Undergraduate Level

- Developed a booklet of strategy profiles for typical behavior problems for general education teachers.
- Conducted a workshop for all cooperating teachers on clinical field supervision for teachers of students with emotional disabilities.
- Conducted annual workshops for graduate students on career development.
- Provided graduate assistant positions and tuition supports to paraprofessionals encourage paraprofessionals to enroll in undergraduate and graduate teacher education programs for students with emotional disabilities.
- Disseminated the results of their project to the Council for Exceptional Children, the Association of New York Special Educators for the Emotionally Disturbed.

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NAZARETH COLLEGE

- Expanded field experiences for student teachers in urban and suburban Rochester and included the topics of inclusion, aggression replacement training and social coaching in the curriculum for new teachers.

- Expanded the curriculum to address multi cultural issues and recruited paraprofessionals with various ethnic, cultural and linguistic backgrounds for the undergraduate program in teaching students with emotional disabilities.

- Incorporated curriculum to address collaboration strategies among special and general educators to maintain students with emotional disabilities in the mainstream general education programs.